

# School Accountability Report Card Reported for School Year 2008-09

*Published During 2009-10*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### *DataQuest*

*DataQuest* is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Laguna Creek High School	<b>District Name</b>	Elk Grove Unified
<b>Street</b>	9050 Vicino Drive	<b>Phone Number</b>	(916) 686-5085
<b>City, State, Zip</b>	Elk Grove CA, 95758	<b>Web Site</b>	www.egusd.net
<b>Phone Number</b>	(916) 683-1339	<b>Superintendent</b>	Steven M. Ladd, Ed.D.
<b>Principal</b>	Doug Craig	<b>E-mail Address</b>	sladd@egusd.net
<b>E-mail Address</b>	dcraig@egusd.net	<b>CDS Code</b>	34673143430592

## School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Laguna Creek High School, Building Excellence in All - One Student At a Time!

The mission of Laguna Creek High School is to enable students to attain standards of academic excellence that prepare them for responsible citizenship, lifelong learning and productive employment in our ever-changing world. Accomplishing this supports our district's mission to provide a learning community that challenges ALL students to realize their greatest potential.

Laguna Creek High School provides students with many excellent academic and extra-curricular opportunities which empower students to succeed. We have designed our academic program to support achievement through:

- Personalized instruction via extended learning periods and four career academies
- High academic standards, which include model enrollment requirements in a second year of world language, visual and performing arts, and community service
- Academic guidance and skill enhancement through our school-wide Advocacy Program
- Comprehensive athletic and extracurricular programs

Our academic programs support our district's bold goals 100% of students will demonstrate proficiency in core academic areas 100% of 12th graders will pass the California High School Exit Exam 100% of students will be college or career ready

We expect all students to meet high academic and behavioral standards. In order to maintain a safe environment focused on learning, Laguna Creek High School has a zero tolerance policy toward weapons, violence, and drugs.

Doug Craig, Principal Laguna Creek High School

## Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

We welcome parents and guardians on our campus and encourage them to stay connected to what is happening at Laguna Creek High School and in their child's education through using the web-based School Loop Program. We encourage parents to volunteer their services on our campus and assist the school in educating their sons and daughters.

Our school has an active PTSO that supports all student clubs and athletic teams as well as Sober Grad Night. Our Concerned African American Parent (CAAP) group was formed in the summer of 2007 to work with the Laguna Creek High School staff to eliminate the academic achievement gap for all students. They currently are working with our after school program, Cardinal University, to help all students through a variety of support groups. Parents of English Learners are also encouraged to join the English Learners Advisory Committee. For more information, please contact the school at 683-1339.

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	427
Grade 3	0	Grade 10	509
Grade 4	0	Grade 11	540
Grade 5	0	Grade 12	485
Grade 6	0	Ungraded Secondary	13
Grade 7	0	Total Enrollment	1974

## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	26.00%	White (Not Hispanic)	22.32%
American Indian or Alaska Native	0.48%	Multiple or No Response	0.69%
Asian	19.55%	Socioeconomically Disadvantaged	46.45%
Filipino	7.41%	English Learners	8.46%
Hispanic or Latino	20.99%	Students with Disabilities	9.00%
Pacific Islander	2.56%		

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.1	21	12	18	26.1	24	13	19	28.2	16	9	18
Mathematics	28.7	16	6	19	26.8	19	11	16	29.1	13	4	20
Science	32.7	1	13	18	32.9	1	10	23	32.4	4	6	19
Social Science	34.2	5	3	30	33.4	4	10	29	35.9	0	8	21

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

We employ a School Resource Officer in a partnership with the Sacramento County Sheriff's Department as well as Campus Supervisors. The school's Safety Plan was reviewed and modified in July of 2009. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Security staff monitors all after-school events, such as games and dances. The district's Police Services Department works closely with our school site to provide a safe and secure environment for all students. Laguna Creek High School was pleased to host an extensive law enforcement training exercise, "Laguna Rescue," during March of 2008. This was an active shooter scenario in which over 500 personnel from 50 law enforcement and rescue agencies participated.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	35.8	16.4	16.7	31.1	20.3	19.5
Expulsions	1.3	1.5	0.5	0.3	0.4	0.3

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this facility survey shows no corrective actions needed. Our school has 85 classrooms, a multipurpose room, a library, an administration building, two gyms, a weight room, a dance room, a black box theatre, and two all-use computer labs. The main campus was built in 1994. An addition to the multipurpose room was constructed in 1999-2000. Fifteen of the 85 rooms are temporary portables that have been on site since 1999 when over 3000 students attended Laguna Creek High School.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of facilities inspection: 12/14/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			NA
<b>Interior:</b> Interior Surfaces		x		NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			NA
<b>Electrical:</b> Electrical		x		NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			NA
<b>Safety:</b> Fire Safety, Hazardous Materials	x			NA
<b>Structural:</b> Structural Damage, Roofs	x			NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary		x		

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	101	107	91	3039
<b>Without Full Credential</b>	3	2	0	53
<b>Teaching Outside Subject Area of Competence</b>	3	3	0	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	3	2	0
<b>Total Teacher Misassignments</b>	6	2	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	96.3	3.7
<b>All Schools in District</b>	98.7	1.3
<b>High-Poverty Schools in District</b>	99.4	0.6
<b>Low-Poverty Schools in District</b>	98.8	1.2

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	328
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)		
Other		

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
<b>No students at this school were reported as lacking Textbooks or Instructional Materials</b>	
<p><b>Reading/Language Arts</b></p> <p>Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Literature &amp; Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Literature &amp; Language Arts by HRW © 2003 in grades 9-12. This program is from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p> <p>AP English books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All Reading/Language Arts books are available one per student.</p> <p>K- Sounds &amp; Letters Workbook, Language Arts Skills Workbook, Pre-decodable book.</p> <p>1st- Phonics Skills Workbook, Comprehension &amp; ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2, First Reader, Second Reader</p> <p>2nd - Comprehension &amp; ELA Skills Workbook, Decodable book, Spelling &amp; Vocabulary Skills Workbook, Anthology 1, Anthology 2, First Reader</p> <p>3rd- Comprehension &amp; ELA Skills Workbook, Decodable book, Spelling &amp; Vocabulary Skills Workbook, Anthology 1, Anthology 2</p> <p>4th-6th - Comprehension &amp; ELA Skills Workbook, Spelling &amp; Vocabulary Skills Workbook, Anthology</p> <p>7th-8th - Student Edition, Universal Access: Interactive Reader, Holt Handbook (supplemental)</p> <p>9th-12th - Student Edition, Universal Access: Interactive Reader, Holt Handbook (supplemental) AP Courses:</p> <p>11th – Language of Composition ©2008, Bedford/St. Martins</p> <p>12th – Bedford Introduction to Literature ©2008, V.H.P.S.</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
<b>No students at this school were reported as lacking Textbooks or Instructional Materials</b>	
<p><b>Mathematics</b></p> <p>California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Mathematics books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>AP mathematics books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All Math books are available one per student.</p> <p>K-6th – Student Edition and workbook</p> <p>7th -12th - McDougal/Littell © 2001 Math-Concepts &amp; Skills, Geometry, Geometry-Concepts &amp; Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Pre-Algebra Practice Workbook, Algebra I CA Edition, Algebra Practice Workbook</p> <p>9th-12th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5th Edition, Precalculus with Limits© 2005, Calculus 7th Edition © 2002; Gencoe/McGraw Hill © 2004 Elementary Stats</p> <p>AP Courses:</p> <p>McDougal Littell © 2006 Calculus 8th Edition; VHPS © 2003, Practice of Statistics</p>
<p><b>Science</b></p> <p>California Science by McGraw Hill © 2008 for grades K-5. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science text by Holt © 2007 in grades 6-8. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Science books by multiple publishers in grades 9-12. These programs are from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>AP science books by multiple publishers in grades 9-12. These programs are from the current local governing Board of Education adoption. The following materials are provided one per student by grade level:</p>	<p>All 1-12 Science books are available one per student.</p> <p>K – Lab Activity Book</p> <p>1st- Big Book Package, Student Workbook</p> <p>2nd - 5th - Student Edition, Student Workbook</p> <p>6th – Earth Science textbook, Student Interactive Reader, Workbook</p> <p>7th – Life Science, Student Interactive Reader, Workbook</p> <p>8th – Physical Science, Student Interactive Reader, Workbook</p> <p>9th – Prentice Hall: Earth Science, © 2006 Student edition and workbook</p> <p>9th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners)</p> <p>9th-12th</p> <p>Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry</p> <p>Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy &amp; Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New Millennium including textbook, lab manual, and lab notebook. Delmar/Thompson Learning Agriscience: Fundamentals &amp; Applications © 2004, Agriscience &amp; Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA &amp; Biotechnology</p> <p>AP Courses: Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry &amp; Chemical Reactivity; Wiley &amp; Sons: ©2000 Physics, ©2003 Environmental Science</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
<b>No students at this school were reported as lacking Textbooks or Instructional Materials</b>	
<p><b>History-Social Science</b></p> <p>California Reflections by Harcourt Brace © 2006 in K-5 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Holt © 2006 in 6-8 grades. This program is from the most current SBE adoption. The following materials are provided one per student by grade level:</p> <p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board. The following materials are provided one per student by grade level:</p> <p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>All 1-12 History-Social Science books are available one per student.</p> <p>K- Our World: Now and Long Ago, Student Workbook  1st – A Child's View, Student Edition and Student Workbook  2nd – People We Know, Student Edition and Student Workbook  3rd – Our Community, Student Edition and Student Workbook  4th – California: A Changing State, Student Edition and Student Workbook  5th – The United States: Making a Nation, Student Edition and Student Workbook  6th - Ancient Civilizations, Student Edition and Interactive Reader Workbook  7th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook  8th – United States History, Student Edition and Interactive Reader Workbook  9th - Glencoe © 2008, World Geography and Cultures  10th - McDougal Littell © 2006, Modern World History – Patterns of Interaction  11th - HRW © 2007 American Anthem- Modern American History  12th – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action  9th-12th – Glencoe © 2008 Understanding Psychology</p> <p>AP Courses</p> <p>11th - 12th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History  12th - Houghton/Mifflin © 2006 The American Pageant  12th – Prentice/Pearson © 2008, Government in America- People, Politics, and Policy  12th – Thompson/Wadsworth © 2006, Comparative Politics  12th – Mc Graw Hill © 2008, Economics * AP Edition  9th-12th – Pearson/Allyn &amp; Bacon © 2007, Psychology</p> <p>Supplemental for English Learners</p> <p>9th-12th – AGS Globe Fearon © 2008, Pacemaker – World History  9th-12th – AGS Globe Fearon © 2004, Pacemaker – US History  9th-12th – AGS Globe Fearon © 2001, Pacemaker – American Government  9th-12th – AGS Globe Fearon © 2001, Pacemaker – Economics</p>

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials
<b>No students at this school were reported as lacking Textbooks or Instructional Materials</b>	
<p><b>World Language</b></p> <p>World languages books by multiple publishers in grades 9-12. All high school textbooks are from the most recent approval of the local school board.</p> <p>AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the recent adoption of the local governing Board of Education.</p>	<p>All 7-12 Foreign Language books are available one per student.</p> <p>7th-12th Spanish I, II, &amp; III, Pearson/Prentice ©2000, Paso A Paso  7th-12th French I, II, &amp; III, HRW, ©2000, Allez viens!  7th-12th Japanese I, II, &amp; III, Cheny &amp; Tsui, ©2004, Adventures in Japanese  7th-12th German I, II, &amp; III, EMC-Paradigm, ©1998, Deutsch Aktuell</p> <p>AP Courses:</p> <p>AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela.  AP French: McDougal Littell ©2001 En Bonne Forme  AP Japanese: McGraw-Hill ©2004 Yookoso!  AP German: McDougal Littell ©1998 Übungsbuch Kaleidoskop</p>
<p><b>Health</b></p> <p>All high school textbooks are from the recent approval of the local governing Board of Education.</p>	<p>All 9-12 Health books are available one per student.</p> <p>9th-12th Glencoe, © 2004, Glencoe Health</p>
<p><b>Visual and Performing Arts*</b></p> <p>All 7th – 12th school textbooks are from the recent approval of the local governing Board of Education.</p> <p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the recent approval of the local governing Board of Education.</p>	<p>7th-8th: Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre  9-12th: Glencoe ©2000 Art in Focus, ©2005 the Stage &amp; the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design &amp; Production, Play Production Today; West ©2002 Black and White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown &amp; Benchmark – Art Context &amp; Criticism</p> <p>AP Courses</p> <p>Thomson/Wadsworth ©2005 Gardner’s Art Through the Ages; Glencoe ©2003 Music in Theory &amp; Practice; Brown &amp; Benchmark – Art Context &amp; Criticism</p>
<p><b>Science Laboratory Equipment (grades 9-12)</b></p>	<p>All 9-12 students utilizing a lab have access to appropriate equipment.</p>
<p><i>*Visual and Performing Arts are not subject to sufficiency requirements under Education Code 60119</i></p>	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,273	\$926	\$5,347	\$63,007
<b>District</b>			\$6,742	\$63,945
<b>Percent Difference – School Site and District</b>			26%	1%
<b>State</b>			\$5,512	\$67,049
<b>Percent Difference – School Site and State</b>			3%	6%

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

At our school we have highly qualified staff to assist students with special learning needs. Our English Learners receive support in transitional classes, allowing them to access the core curriculum are placed in classes to learn English as needed. Gifted and Talented students participate in Honors and Advanced Placement courses. Students who need extra tutoring or homework help can receive departmental help. Other special programs offered include: Manufacturing Production and Technology Academy, Business Careers Academy, the Sports Sciences Career Academy, our new Green Energy Technology Academy, and AVID. The after-school enrichment center started in 2007 has been enhanced by the acquisition of a 21st Century ASSETS Grant, which is in its second year of a five year grant. The Center is now referred to as "Cardinal University" and provides academic support opportunities, a study hall, credit recovery classes, and enrichment activities. The hours are open Monday through Thursday from 3:00 p.m. to 6:30 p.m. and Friday from 3:00 p.m. to 4:30 p.m.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,047	\$42,065
<b>Mid-Range Teacher Salary</b>	\$59,384	\$67,109
<b>Highest Teacher Salary</b>	\$82,031	\$86,293
<b>Average Principal Salary (Elementary)</b>	\$109,249	\$107,115
<b>Average Principal Salary (Middle)</b>	\$108,438	\$112,279
<b>Average Principal Salary (High)</b>	\$120,350	\$122,532
<b>Superintendent Salary</b>	\$237,664	\$216,356
<b>Percent of Budget for Teacher Salaries</b>	43.50%	39.40%
<b>Percent of Budget for Administrative Salaries</b>	4.40%	5.50%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	42	47	44	49	51	55	43	46	50
Mathematics	18	21	20	48	49	51	40	43	46
Science	38	43	45	43	51	53	38	46	50
History-Social Science	32	33	48	37	40	47	33	36	41

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	26	7	27	28
American Indian or Alaska Native	*	*	*	*
Asian	60	35	56	62
Filipino	50	28	53	52
Hispanic or Latino	34	13	28	42
Pacific Islander	31	15	*	43
White (not Hispanic)	60	26	67	60
Male	40	20	46	49
Female	49	20	45	47
Economically Disadvantaged	33	14	33	41
English Learners	11	10	14	21
Students with Disabilities	9	5	13	14
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>English-Language Arts</b>	51.0	57.3	53.7	53.9	60.0	57.4	48.6	52.9	52.0
<b>Mathematics</b>	53.7	57.8	60.7	58.8	60.2	61.6	49.9	51.3	53.3

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	46.3	28.2	25.5	39.4	39.9	20.7
<b>Male</b>	53.5	26.3	20.2	40.3	40.7	19.0
<b>Female</b>	39.1	30.0	30.9	38.6	39.0	22.4
<b>African American</b>	66.1	22.0	11.9	64.1	29.1	6.8
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	36.3	35.2	28.6	25.3	40.7	34.1
<b>Filipino</b>	47.4	23.7	28.9	21.6	56.8	21.6
<b>Hispanic or Latino</b>	53.3	31.1	15.6	49.4	40.2	10.3
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	28.8	26.0	45.2	23.8	42.9	33.3
<b>Male</b>	53.5	26.3	20.2	40.3	40.7	19.0
<b>Female</b>	39.1	30.0	30.9	38.6	39.0	22.4
<b>Economically Disadvantaged</b>	56.5	28.0	15.5	48.0	36.3	15.7
<b>English Learners</b>	59.0	32.1	9.0	40.3	45.5	14.3
<b>Students with Disabilities</b>	88.6	11.4	0.0	86.4	11.4	2.3
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	13.2	31.4	46.0

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	6	6
Similar Schools	5	6	7

### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	12	14	8	733
African American	32	32	-12	641
American Indian or Alaska Native				
Asian	-2	13	17	800
Filipino	14	0	10	774
Hispanic or Latino	38	-5	12	697
Pacific Islander				
White (not Hispanic)	-7	29	5	791
Socioeconomically Disadvantaged	4	27	8	683
English Learners		-16		
Students with Disabilities		26	-3	506

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	Yes

### Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2009-2010
<b>Year in Program Improvement</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>		6
<b>Percent of Schools Currently in Program Improvement</b>		9.1

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Dropout Rate (1-year)</b>	0.8	2.1	1.2	3.0	3.4	2.5	3.5	4.4	3.9
<b>Graduation Rate</b>	97.9	96.4	97.4	84.7	86.1	87.1	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	82.18%	75.20%	
African American	14.06%	13.19%	
American Indian or Alaska Native	0.00%	0.44%	
Asian	23.17%	16.76%	
Filipino	6.53%	5.36%	
Hispanic or Latino	13.86%	13.15%	
Pacific Islander	6.53%	5.36%	
White (not Hispanic)	21.19%	23.83%	
Socioeconomically Disadvantaged	28.12%	24.08%	
English Learners	7.72%	8.15%	
Students with Disabilities	5.15%	3.93%	

## Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. At Laguna Creek High School, we have four courses of study that can provide students with an introduction to a technical career. These courses of study are our Manufacturing Production Technology Academy (MPTA), Sports Careers Academy (SCA), Green Energy Technology Academy (GETA), and the Business Careers Academy (BCA). The first three listed are state funded by the California Partnership Academy grants. Laguna Creek High School also offers students a Regional Occupation Program (ROP) in retail sales. This is provided on our campus through the Sacramento County Regional Occupation Program office. This course provides our students with the necessary skills to seek life-long employment in the retail sales field. Resume writing, proper work attire, punctuality, etc., are just some of the topics that are covered. Regardless of the career path chosen, Laguna Creek High School makes every effort to work with the students to ensure that they meet district and state graduation standards.

## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	1316
Percent of pupils completing a CTE program and earning a high school diploma	80.67%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

## Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	40.8%

### Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. 2007-2008 data reported by CDE; 2008-2009 data LEA reported.

2008-2009		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	
English	1	
Fine and Performing Arts	2	
Foreign Language	3	
Mathematics	2	
Science	3	
Social Science	4	
All Courses	15	2.304%

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For 2009-2010, our school continues to have a professional development emphasis in the use of professional learning communities and culturally responsive teaching. Through our district's Trainer Of Trainers program, three times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. In addition, our school has a weekly late start schedule in which students come to school one hour later. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Our school also receives a limited amount of Title II Funding that provides money for teachers in the core academic areas for release days where they focus on evaluating and developing curriculum. New for the 2009-2010 year, 20 teachers are being trained in the IB methodology in preparation for becoming an IB Diploma Programme school in the 2011-2012 school year. New teachers, who have been teaching fewer than two years, are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92